

Interprofessional working and learning

When multiple professionals work with-from and about each other



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Once upon a time

Pharmacist

Doctor

Dentist

Veterinarian

But also: Barber





Medical knowledge doubles quickly nowadays.

In 1950 medical knowledge doubled every 50 yr, in 1980 every 7 yr, and in 2020 in just 73 days!

What students learn in their first 3 years of medical or pharmacy school, is only 6% of the available knowledge after one decennium*

Densen P. Challenges and opportunities facing medical education. Trans Am Clin Climatol Assoc. 2011;122:48-58. PMID: 21686208; PMCID: PMC3116346.

Does this mean that learning is useless? No!



However:

- One professional doesn't know everything anymore
- Being up to date is increasingly difficult



Medical Practitioners



surgeon



paramedic



psychologist



nurse



ENT doctor



pharmacist



consulting
doctor



attending
doctor



duty doctor



family doctor



veterinarian



dentist

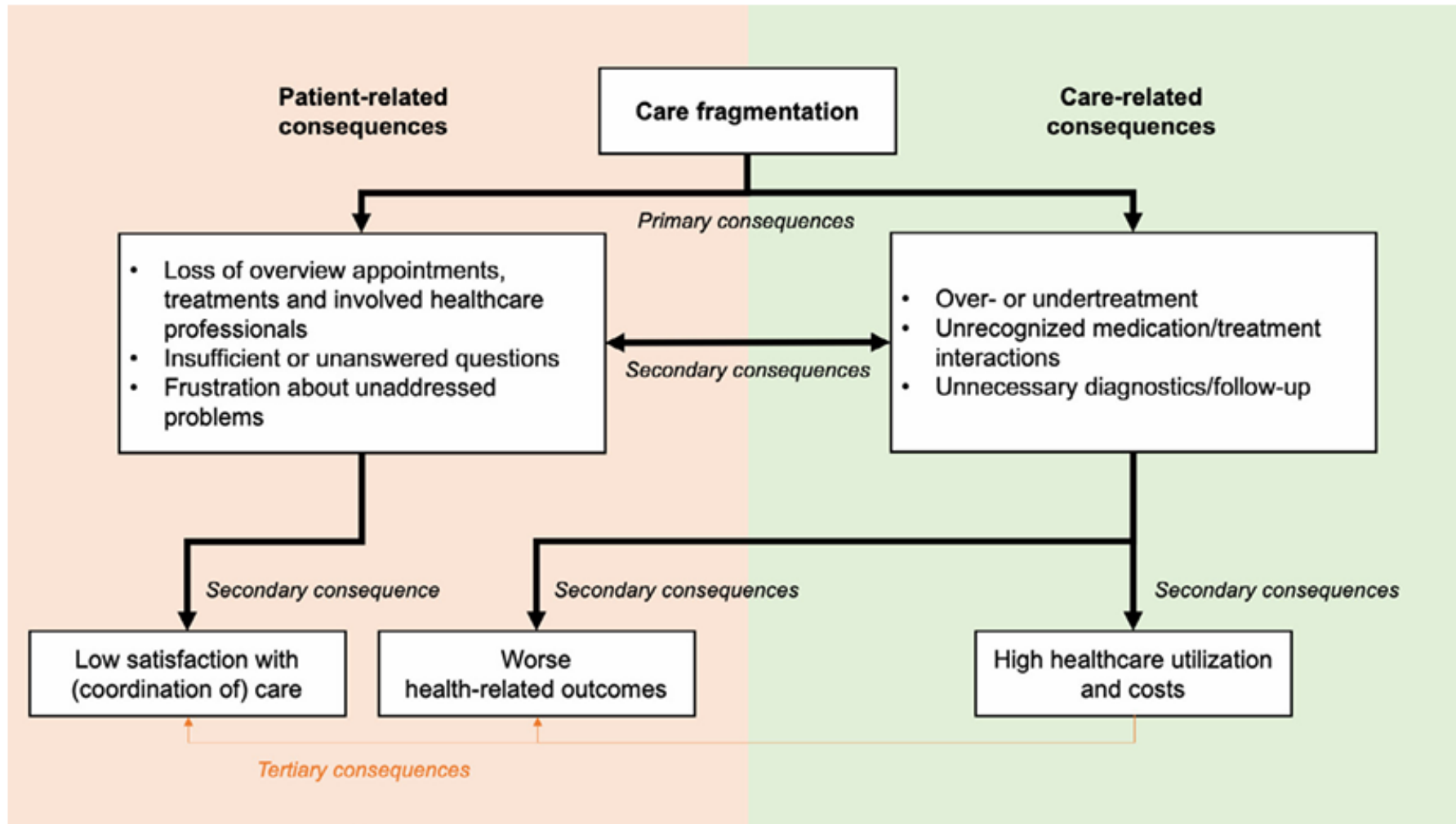
The solution
until about 2010

% of multimorbidity per age and sex

the Netherlands, 2018



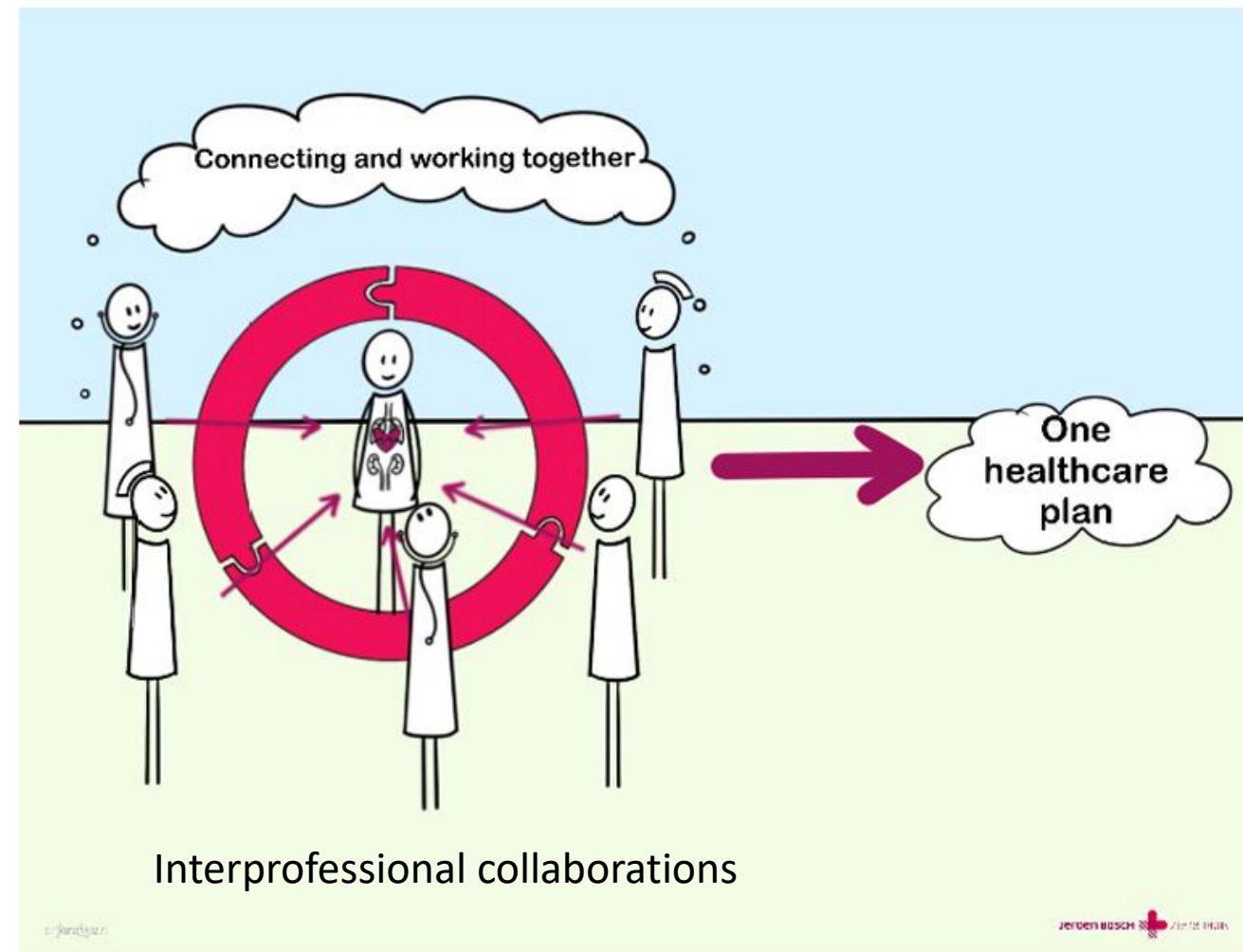
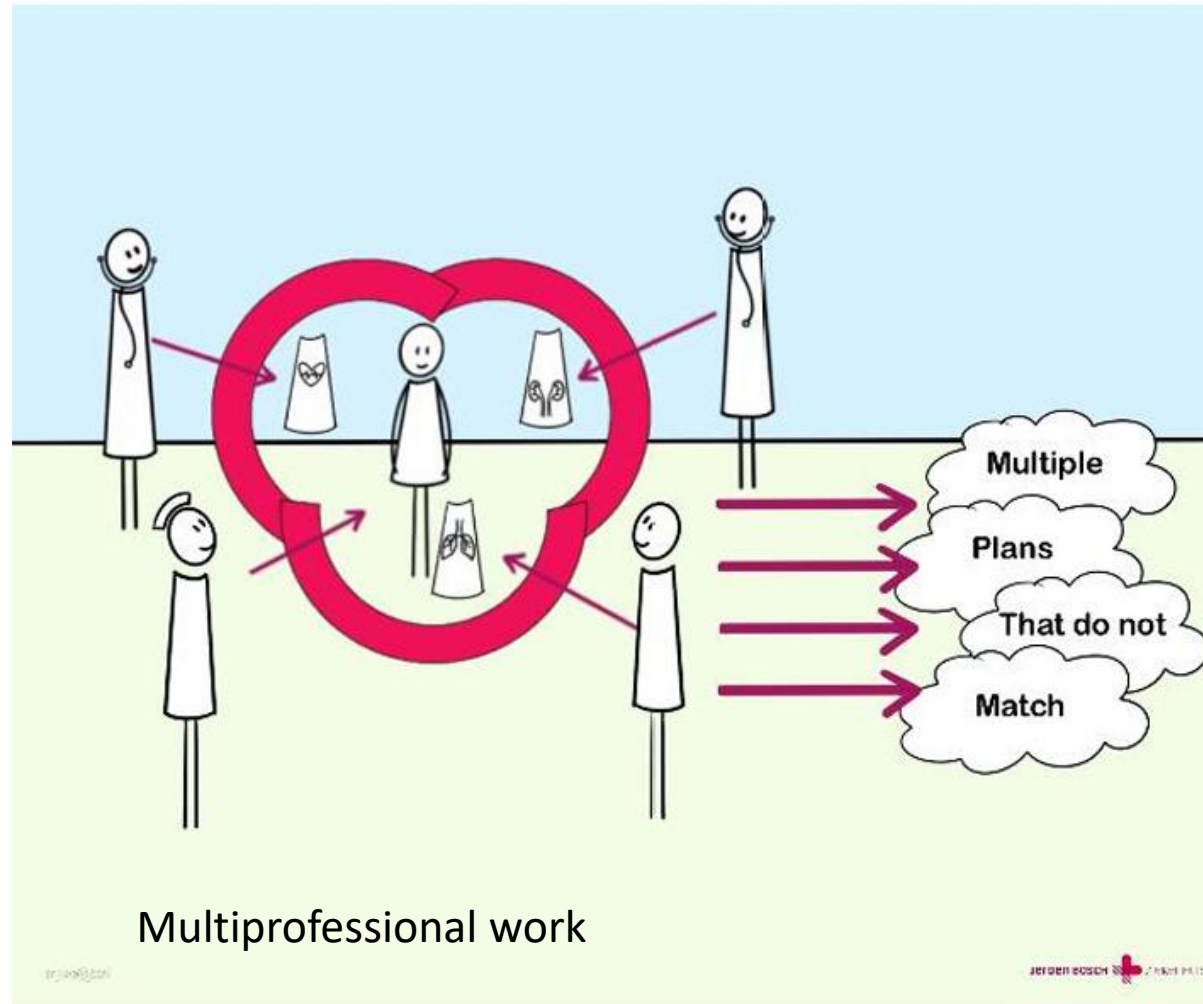
Figure 1. Causal chain of care fragmentation. The potential primary and secondary patient- and care-related consequences of care fragmentation. Some secondary consequences can result in tertiary consequences as well.



Interprofessional collaboration?



Working along or working with each other?



When?



Interprofessional education and collaborative practice (IPECP)

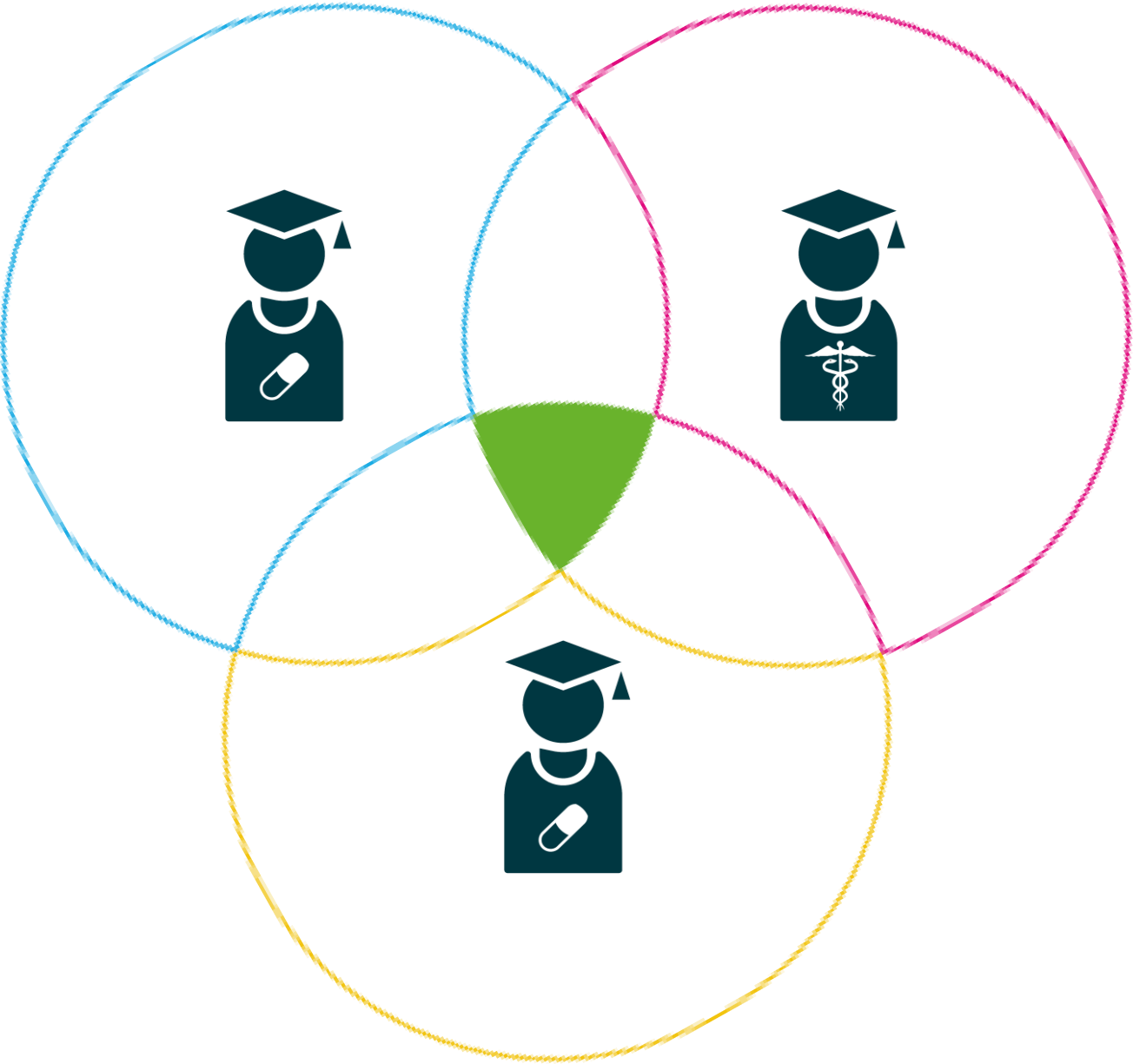
WHO definition:

“Occasions when two or more professionals **learn about, from, and with each other** to enable collaboration and **improve health outcomes.**”

Who?



Who?



How?

Research | [Open access](#) | Published: 03 January 2022

Undergraduate-level teaching and learning approaches for interprofessional education in the health professions: a systematic review

[Marwh Gassim Aldriwesh](#) , [Sarah Mohammed Alyousif](#) & [Nouf Sulaiman Alharbi](#)

[BMC Medical Education](#) **22**, Article number: 13 (2022) | [Cite this article](#)

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> [J Interprof Care](#). 2023 Jan-Feb;37(1):131-149. doi: 10.1080/13561820.2021.2015301.
Epub 2022 Jan 20.

Interprofessional education focused on medication safety: a systematic review

[T C Grimes](#) ¹, [E M Guinan](#) ²

Affiliations + expand

PMID: 35050843 DOI: [10.1080/13561820.2021.2015301](#)

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> [J Interprof Care](#). 2023 May-Jun;37(3):491-503. doi: 10.1080/13561820.2022.2039598.
Epub 2022 Mar 13.

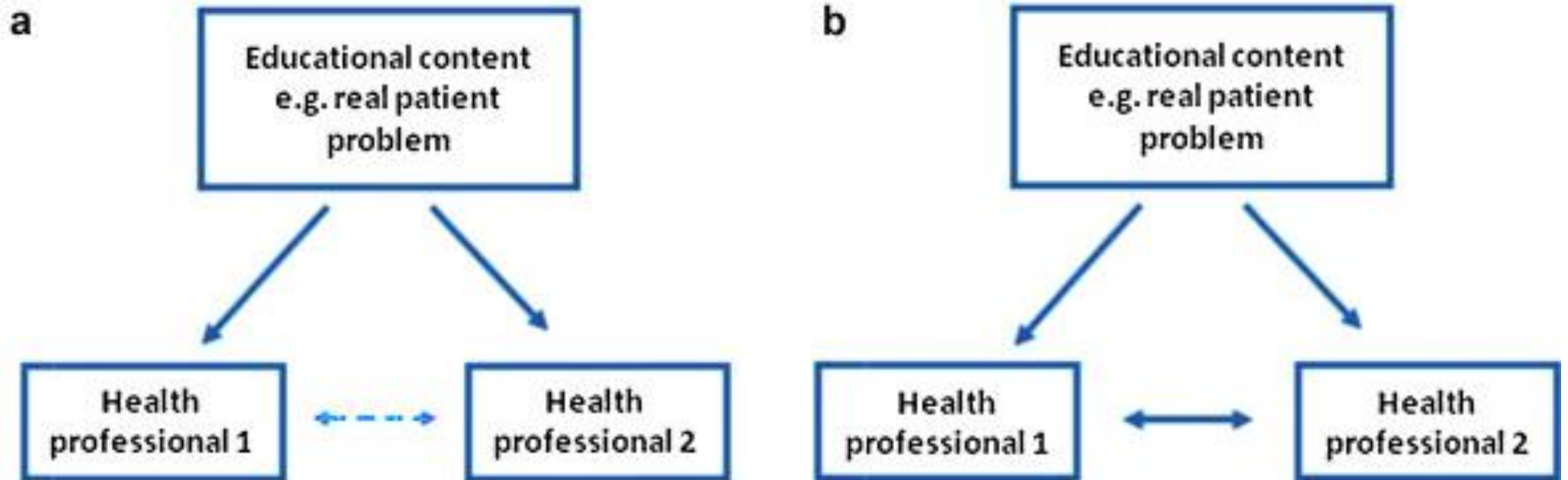
Interprofessional education for shared decision making in drug therapy: a scoping review

[Kirla Barbosa Detoni](#) ¹, [Ariane Lopes André](#) ², [Cristiane de Paula Rezende](#) ¹,
[Bárbara Taciana Furtado](#) ¹, [Simone de Araújo Medina Mendonça](#) ², [Djenane Ramalho-de-Oliveira](#) ²

Affiliations + expand

PMID: 35285394 DOI: [10.1080/13561820.2022.2039598](#)

How: in learning practice



Just an example

An Interprofessional Student-Run Medication Review Program: The Clinical STOPP/START-Based Outcomes of a Controlled Clinical Trial in a Geriatric Outpatient Clinic

Rowan Sultan^{1 2}, Tessa O van den Beukel^{1 2}, Michael O Reurman^{1 2}, Hester E M Daelmans³, Hans Springer⁴, Els Grijmans⁴, Majon Muller⁵, Milan C Richir^{1 2}, Michiel A van Agtmael^{1 2}, Jelle Tichelaar^{1 2}

Improvement of medication advice

by interprofessional team of bachelor and master medical students, pharmacy students, physician assistant students, or advanced nursing practice students

in workplace e.g patient discussion or meeting



1. Use a round table with participants facing each other



5. Foster a positive atmosphere
(for example allowing room for jokes)



2. No external distractions
(for example no phones allowed)



6. Appoint a discussion leader



3. Make joint patient-centered plans



7. Allow interprofessional learning



4. Balanced team, reduce inactive members



8. Participants should listen actively.



9. Summarize the main conclusions

How to design your own best practice?

Just start!

- 1) Coming together is learning together
- 2) Many patients can benefit from working and learning together

Short Summary:

Numbers of patients with multimorbidity increase and the available knowledge increases fast: There's a need for interprofessional working and learning

Enough evidence for the underlying theoretical (educational) principals

It's time **to just start your own collaborative practice in pharmacotherapy** in education and on the workplace

